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THE

Educational Labors of Henry Barnard,

A Study in the History of American Pedagogy

—BY—

WILL S. MONROE

LELAND STANFORD JUNIOR UNIVERSITY, PALO ALTO,
CALIFORNIA



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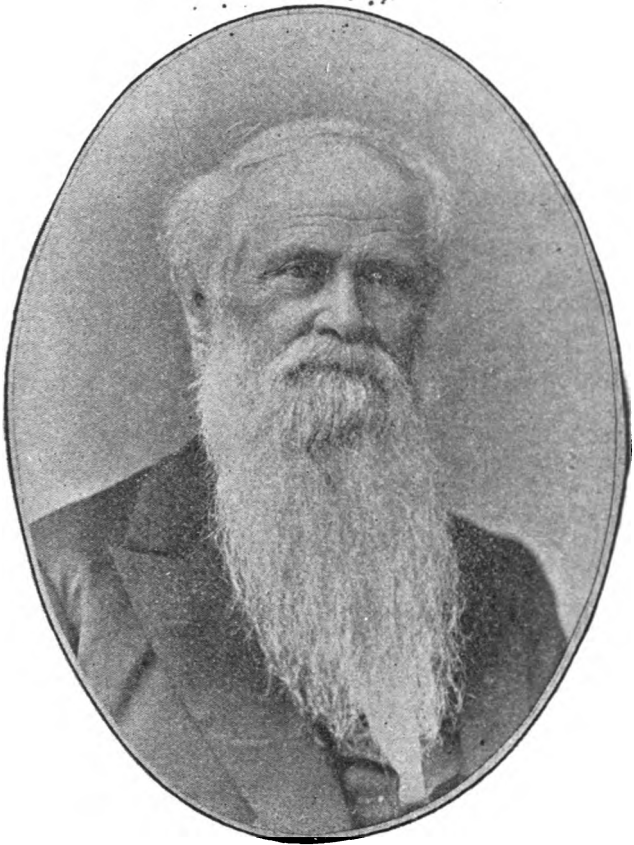
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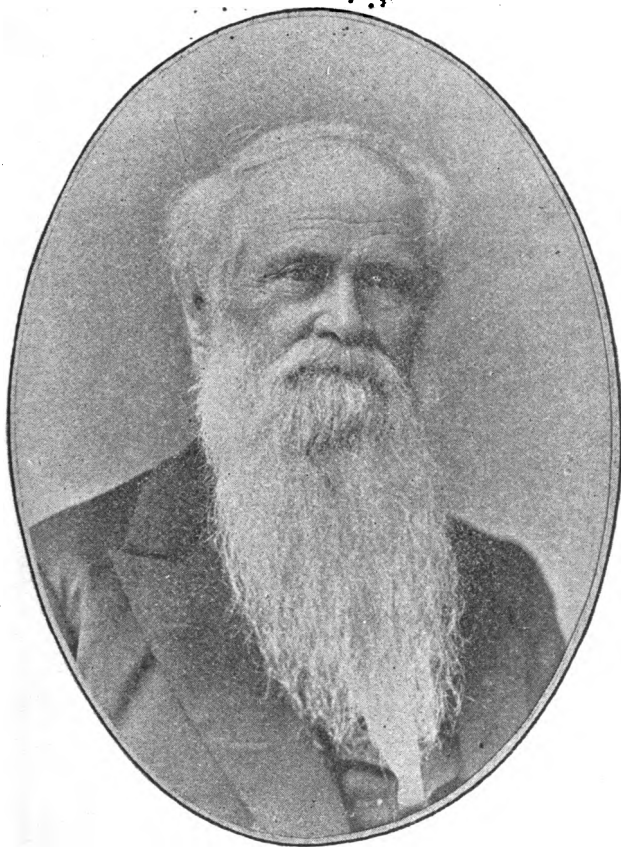


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The Educational Labors of Henry Barnard

Educational Labors of Henry Barnard

I. BOYHOOD AND SCHOOLDAYS, 1811 TO 1838

Henry Barnard was born at Hartford, Connecticut, January 24th, 1811. He received such early instruction as the district schools of seventy-five years ago afforded, which, as he himself tells us, he remembers with gratitude, not because of the quality or quantity of the instruction, but because "it was a common school, a school of equal rights, where merit and not social position was the acknowledged basis of distinction, and, therefore, the fittest seminary to give the schooling essential to the American citizen." And this district school with all its shortcomings was an experience that helped him not a little in his later life when he took up the work of educational reform.

His college preparatory work was done at the Munson, Massachusetts, Academy and the Hopkins Grammar School in New Haven. He entered Yale College in 1826, when yet less than sixteen years old, and was graduated four years later with class honors and a record for intellectual accomplishments that was not common. He won two prizes during his college career—one for English and the other for Latin composition; and distinguished himself in the literary

societies for strong oratorical powers. He was for a time president of the Linonian Society, for which he wrote a drama that met with general commendation, and by good critics was pronounced sufficiently strong to be brought out for the stage. During his third and fourth years in college he acted as assistant librarian, where he acquired an experience with bibliography which has served him so well in his editorial work, especially in editing the *American Journal of Education*.

Leaving college he entered upon a course of study preliminary to the practice of law. In connection with his legal studies, he continued his reading in classical and historical authors—Homer, Virgil, and Cicero, Bacon, Gibbon, and Burke. It was during this time that he was formally initiated as a schoolmaster. At the request of President Day of Yale College he took charge of and conducted for a time an academy at Wellsboro', Pennsylvania. This, as he himself tells us, was more like a "district school" than a New England academy; but the young disciple of Kent and Blackstone made the most of his opportunity, and gained no small amount of practical knowledge in the management of a school, which he turned to good account in his subsequent career. Returning to Connecticut he continued his law studies until he was admitted to the bar. This was in the winter of 1835.

His college vacations and other intervals of leisure had been spent in travel through New England and the States of the South and West; and now after his

admission as an attorney and counselor-at-law in Connecticut, at the suggestion of some of his eminent friends (Everett, Ticknor, and Silliman) his father made provisions out of his slender means to enable him to carry out his long cherished desire of a trip to Europe before entering upon the practice of law. He travelled over large portions of England, Scotland, and Switzerland on foot, noting the scenery, visiting the galleries, and studying the libraries, as well as the social conditions of the people—their homes, schools, occupations, and institutions of charity. He took with him letters of introduction which secured for him the personal acquaintance of Wordsworth, Carlyle, Do Quincy and other writers of note then living. His study of foreign social conditions and institutions was another important factor in his preparation for educational work in the new world.

The serious illness of his father made it impossible for him to enter upon the practice of law immediately upon his return from Europe; and in 1837, without his knowledge or consent, he was nominated and elected to a seat in the Connecticut Legislature. Rarely has a young man of Mr. Barnard's fine powers been elevated to an office, unsought, of such great trust and usefulness. For three successive years he continued a member of the House of Representatives, during which time he took an active interest in the appropriations for the education of the deaf, dumb, and blind, for the completion of the geological survey, the reorganization of the county jails, and the

incorporation of public libraries. But, as the *Connecticut Common School Journal* remarks :

“The most signal service rendered by him to the State was in originating and carrying through both Houses of the Legislature in 1838, with unprecedented unanimity, an ‘Act to provide for the better supervision of the common schools’, the commencement of a new era in our school history.”

This bill was presented by Mr. Barnard in a speech that will long be remembered for its force and clearness; it was referred to a joint select committee on education, who reported on the same favorably; the rules of the House were suspended and the bill passed to its third reading without a dissenting voice. Subsequently it passed the Senate by a unanimous vote. By this Act the office of Secretary of the Board of Commissioners of Common Schools, or State Superintendent of Public Instruction of Connecticut, was created.

II. STATE SUPERINTENDENT OF CONNECTICUT, 1838 TO 1842

Mr. Barnard was a member of the Board of Commissioners as constituted by the act, and at his suggestion the Rev. Thomas H. Gallaudet was elected secretary; but as he declined the position, Mr. Barnard was unanimously elected. He at first also declined to accept it, because of his desire to enter upon law-practice, the work for which he had fitted himself at great expenditure of time and money. At this time, too, he was urged to form a desirable partnership with his former law-instructor, Hon. Wyllis Hall, then Attorney-General for the State of

New York; but the solicitations of his friends and the desire on his own part to see the schools of Connecticut improved, induced him to accept the post.

His duties as prescribed by the Board were (1) to ascertain by personal inspection of the schools and by written communications of school officers and others, the actual condition thereof; (2) to prepare an abstract of such information for the use of the Board and the Legislature, with plans and suggestions for the better organization and administration of the school system; (3) to attend and address at least one meeting of such parents, teachers, and school officers, as were disposed to come together on public notice, in each county, and as many local meetings as other duties would allow; (4) to edit and superintend the publication of a journal devoted exclusively to the promotion of common school education; and (5) to increase in any practical way the interest and intelligence of the community in relation to the whole subject of popular education.

Of Mr. Barnard's four years' activity at the head of the Connecticut common school system, Horace Mann said in the *Massachusetts Common School Journal*:

"The cold torpidity of the State soon felt the sensations of returning vitality. Its half-suspended animation began to quicken with a warmer life. Much and most valuable information was diffused. Many parents began to appreciate more adequately what it was to be a parent; teachers were awakened; associations for mutual improvement were formed; system began to supersede confusion; some salutary laws were enacted; all things gave favorable augury of a prosperous career, and it may

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be further affirmed that the cause was so administered as to give occasion of offence to no one. The whole movement was kept aloof from political strife. All religious men had reason to rejoice that a higher tone of moral and religious feeling was making its way into schools, without giving occasion of jealousy to the one-sided views of any denomination."

Mr. Barnard's first annual report to the Legislature, May, 1839, is a scholarly and comprehensive survey of the varied conditions under which educational work was then carried on in Connecticut. Kent in his Commentaries on American Law says of it:

"It is a bold and startling document, founded on the most painstaking and critical inquiry, and contains a minute, accurate, comprehensive, and instructive exhibition of the practical condition and operation of the common school system of education."

This report was a record of the year's work, and contained statistical information from more than twelve hundred schools. Mr. Barnard had attended school conventions in each of the eight counties; addressed more than sixty public meetings; inspected over two hundred schools while in session; communicated with two-thirds of the teachers of the State; and superintended the publication of the *Connecticut Common School Journal*, more than 60,000 copies of which had been circulated during the year.

Mr. John W. Stedman writing many years later to Hon. Stiles T. Stanton of this period says:

"When I read, now some four weeks gone, the communication of Governor Harrison to the Legislature, covering and commending to its favorable consideration a letter of Henry Barnard, * * * my own thoughts at once went back to the old district schools of this town, badly located, badly seated, badly ventilated and warmed, and where cruel flogging was the almost hourly

habit of the master ; and while I was gratified to know that this state of schools no longer existed, I felt it was owing in no small measure to Dr. Barnard's persistent and well directed efforts by pen and voice, that such houses and such masters, all over the State and all over the country, had given place to better structures and better teachers."

Besides the four reports made to the Legislature, Mr. Barnard edited various educational documents in connection with the *Common School Journal*, and was active in the recommendation and distribution of standard books on teaching ; but "in an evil hour the whole fabric was overthrown." Change of the political complexion of the Legislature brought about the abolition of the Board of Commissioners of Common Schools of Connecticut ; and Mr. Barnard, whose administration had been characterized by "great sobriety of thought, patient application to details, and the highest practical wisdom, as well as by the enthusiasm of a generous heart," had the mortification to see the labors of four of the best years of his life ruthlessly swept from the statute books. The Connecticut Legislature had blundered ; Mr. Barnard had been wronged, and the schools of the commonwealth would suffer. Horace Mann, in an oration delivered at Boston, July 4th, 1842, said :

"Four years ago, a new system was established in Connecticut, which was most efficiently and beneficially administered, under the auspices of one of the ablest and best of men ; but it is with unspeakable regret that I am compelled to add, that, within the last month, all her measures for improvement have been swept from the statute-book."

Dr. Wickersham is authority for the statement that Mr. Barnard is the father of teachers' institutes.

"The first teachers' institute in the United States," he says, "was held in Connecticut in 1839 under the direction of Henry Barnard;" although Mr. Boone, in his *Education in the United States*, credits the first institute to Ohio.

III. STATE SUPERINTENDENT OF RHODE ISLAND, 1843 TO 1849

"An act to provide for ascertaining the condition of the public schools in this State, and for the improvement and better management thereof" passed in the Rhode Island Legislature, October, 1843; and on the 6th of December, Governor Fenner issued a circular to the people of the State in which he announced that the services of Hon. Henry Barnard had been secured "to collect and disseminate in every practicable way information respecting existing defects and desirable improvements in the organization and administration of our school system, and to awaken, enlighten, and elevate public sentiment in relation to the whole subject of popular education." Mr. Barnard was reluctant to accept the Rhode Island superintendency, having begun work on a history of education in the United States; but upon the solicitation of his friends he yielded to the advice of Governor Fenner, that it was "better to make history than write it."

Mr. Barnard began his work in Rhode Island with the hearty coöperation of both Houses of the Legislature and the press of the State, and in less than four years he had demonstrated to all who had witnessed

III. STATE SUP'T OF RHODE ISLAND, 1843-1849 17

his success his right to high rank as an organizer and educator. A writer in the *North American Review* for July, 1848, says of his work :

“Public confidence has been secured ; the two political parties are of one mind about school reform. In 1846 all the towns of the State, for the first time since the colony was planted, taxed themselves for school purposes. In three years one hundred and twenty thousand dollars have been raised for school-houses out of the city of Providence ; and the traveller is now delighted at the external neatness, the internal convenience, and in some instances the architectural beauty of the school-houses that have everywhere sprung up. Teachers of a high order have been introduced ; good wages are paid ; and a vigilant supervision has been established.”

Mr. Barnard remained at the head of the Rhode Island schools for five years, when he retired because of failing health. On retiring he was presented with a handsome testimonial by the teachers of the State, and the following resolution was adopted by the unanimous vote of the Senate and House of Representatives, and the Governor was instructed to communicate the same to Mr. Barnard :

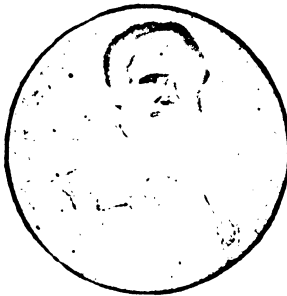
“Resolved, unanimously, that the thanks of this General Assembly be given to the Hon. Henry Barnard for the able, faithful, and judicious manner in which he has for the last five years fulfilled the duties of Commissioner of Public Schools in the State of Rhode Island.”

Rev. Edwin M. Stone, Historian of the Rhode Island Institute of Instruction, thus summarizes Mr. Barnard's labors :

“During the five years of service of Mr. Barnard more than eleven hundred meetings were held expressly to discuss topics connected with the public schools, at which upwards of fifteen hundred addresses were delivered. One hundred and fifty

of these meetings continued through the day and evening ; upwards of one hundred through two evenings and a day ; fifty through two days and three evenings ; and twelve, including teachers' institutes, through the entire week. In addition to this class of meetings and addresses, upwards of two hundred meetings of teachers and parents were held for lectures and discussions on improved methods of teaching and for public exhibitions or examinations of schools. In addition to all this, more than sixteen thousand educational pamphlets and tracts were distributed gratuitously through the State, and upwards of twelve hundred bound volumes on teaching purchased by the teachers or added to public or private libraries. Before Mr. Barnard left the State, a library of at least five hundred volumes had been secured for twenty-nine out of the thirty-two towns."

IV. PRINCIPAL OF STATE NORMAL SCHOOL AND
STATE SUPERINTENDENT OF CONNECTICUT,
1851 TO 1855



DR. BARNARD IN 1854.

"Hopes long deferred, but still cherished," had their fulfilment June 4th, 1841, when Dr. Barnard, as principal of the State Normal School and Superintendent of Common Schools of Connecticut, had the satisfaction of delivering the dedicatory address on the completion of the Normal school building at New Britain. The blighting influence of demagogues and the political bias of ten years before had been swept away ; the schools had been rescued from hopeless retrogression ; and Dr. Barnard was with one accord

appointed principal of the school which he had suggested in his report thirteen years earlier. To the duties of principal of the State Normal School were added those of State Superintendent, that the school might enjoy his experience in organization and the State realize the full measure of his educational reforms. Rev. Dr. Bushnell at the dedication of the New Britain school said of Dr. Barnard:

"After encountering years of untoward hindrance here, winning golden opinions meantime from every other State in the republic, and from ministers of education from almost every nation of the old world, by his thoroughly practical understanding of all that pertains to the subject; after raising also into vigorous action the school system of another State, and setting it forward in a tide of progress, he returns to the scenes of his beginnings and permits us to congratulate both him and ourselves in the prospect that his original choice and purpose are finally to be fulfilled."

After four years more of educational activity in his native State, in compliance with the advice of his physicians Dr. Barnard resigned the office of principal of the State Normal school and Superintendent of Common Schools in Connecticut, January, 1855, and was succeeded in office by John D. Philbrick, who for two years had been his associate. *The Connecticut Common School Journal* said of his retirement:

"We can but express the regret which we feel in common with every good citizen, teacher, and active promotor of educational improvement, that Mr. Barnard, who has been for so many years our guide, counselor and friend, should retire at all, and especially with shattered health, from the field of his many labors, at a time when his long deferred hopes of a better day

for our common schools are beginning to be realized, and the seed which he scattered with a bountiful broadcast, is now springing up into an abundant harvest. But we will not forget in our hour of success the earnest and able advocate of that cause when neglected and unpopular. We will not forget the generous and indomitable spirit which prompted him in the outset of his public life to plead that cause, without fee or hope of reward, before a cold and unwilling audience, in the highest council of the State; which induced him to abandon a professional career for which he had made a most costly and diligent preparation, and in which, steadily pursued, he was sure to win distinction and wealth; which has enabled him to turn a deaf ear to the voice of political ambition, and to close his heart to the seductions of popular applause, so easily gained by one possessed of his powers of oratory in the discussion of questions of temporary interest; which has led him to decline positions of the highest literary dignity in college and university—that he might give himself up unreservedly to the improvement of the common schools.”

V. COLLEGE PRESIDENT, 1858 TO 1867

In August, 1858, Dr. Barnard was elected Chancellor of the University of Wisconsin and agent of the Normal Regents. During a stay of nearly two years in Wisconsin he did much to uplift the common schools as well as conduct the affairs of the University. The first year he organized a system of oral and written examinations of the normal classes in colleges, academies and high schools. The next year he began a series of teachers' institutes, and the republication from the *American Journal of Education* of papers on the organization, instruction, and discipline of schools for the teachers of Wisconsin. Four volumes were issued and more than a thousand copies distributed among the teachers of the State. By

means of examinations, institutes, and other professional gatherings of teachers he was enabled to reach three-fourths of the teachers of the State in 1860. In consequence of severe illness, which was followed by a prolonged physical prostration from which he did not recover for two years, he tendered his resignation as Chancellor of the University of Wisconsin, June, 1860, but it was not accepted until February of the next year.

The old St. John's College (founded 1784) at Annapolis, Maryland, closed its doors at the beginning of the civil war and did not re-open until 1866. At that time Dr. Henry Barnard was elected president, and upon him the work of re-organization devolved. In a communication to the executive committee of the visitors and governors on the re-organization of St. John's College, submitted June 28th, 1866, Dr. Barnard's broad professional spirit and loyalty to the common schools is markedly apparent. He says :

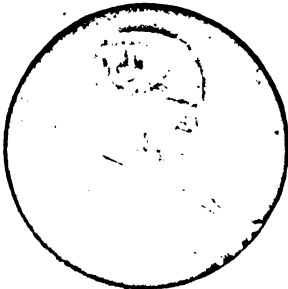
“ Holding it to be the duty and privilege of every educated man, and especially of all institutions charged with any portion of the higher instruction of youth, to coöperate in the general educational movements of the State, I propose, with the approbation of the Board, to invite the State Teachers' Association to hold their annual meetings at Annapolis, at such periods of the year as will enable them to occupy our halls and class-rooms for their public exercises, and to accept the hospitalities of the college during the sessions. I propose also to open to the public school teachers of the State any of our courses of instruction connected with their own instruction, free of tuition, and to arrange the time for the lectures in the history, principles, and methods of education so as to facilitate their attendance.”

22 EDUCATIONAL LABORS OF HENRY BARNARD

In less than a year he resigned the presidency of St. John's College to become the first United States Commissioner of Education.

VI. UNITED STATES COMMISSIONER OF EDUCATION, 1867 TO 1870

The act establishing the Bureau of Education was approved March 2d, 1867; and March 14th, Hon. Henry Barnard was appointed the first United States Commissioner of Education. By his extended acquaintance with educational systems and institutions in Europe and America, and with his



DR. BARNARD IN 1870.

fine library of pedagogical books and reports, Dr. Barnard was enabled to enter upon the duties of his office with little or no delay. The first step taken was to make known the provisions of the act establishing the Bureau and the information which it sought. This was done by means of circulars to superintendents and institutions. A searching inquiry was at once instituted into the administration, instruction, and management of elementary schools, secondary schools, colleges, professional and special schools, societies for the advancement of education, school funds and educational endowments, legislation with respect to schools, school architecture, charitable and reformatory institutions,

school documents, and memoirs of teachers and benefactors of education.

The results of his investigations were embodied in a scholarly report of eight hundred and fifty-six pages, submitted to the Senate and House of Representatives, June 2d, 1868. This report, which will always take classic rank as an official educational document, not only includes a survey of national and State legislation in our own country, but embraces as well a comprehensive account of public instruction in Switzerland and Prussia.

Dr. Barnard held the office of Commissioner of Education until March 15th, 1870, when he was succeeded by John Eaton. In this position, as in all the other offices of trust which he had held, he displayed rare zeal and insight; and well could Ray Palmer in the *International Review* for January, 1874, say of this first United States Commissioner of Education:

"Perhaps no man in the United States has done as much to advance, direct, and consolidate the movement for popular education. In looking back to the commencement of his life-long labors, it would seem that he must contemplate with eminent satisfaction the progress of public sentiment and the good results already attained, as well as the brightening prospects for the future. He has done a work for which his country and coming generations ought to thank him and do honor to his name."

VII. EDITOR OF THE AMERICAN JOURNAL OF EDUCATION, 1855 TO 1893

The crowning work of Dr. Barnard's long and active life is that monumental cyclopædia of pedagogical literature, the *American Journal and Library*

of Education, thirty-one large octavo volumes of over eight hundred pages each. Early in his educational experience in Connecticut the need of a journal devoted exclusively to the history, theory and practice of systems, institutions, and methods in different countries, with special reference to the conditions and wants of our own, became apparent to Mr. Barnard ; and in a measure he supplied this want in the publication of the *Connecticut Common School Journal*.

But a review more philosophic and comprehensive was needed if the teachers of America were to be broadened and the schools lifted. At the meeting of the American Association for the Advancement of Education, held at the Smithsonian Institution, Washington, December 26, 1854, Dr. Barnard submitted a "Plan of Central Agency for the Advancement of Education in the United States," one of the features of which was the publication of a journal of education, to be issued monthly or quarterly, embracing accounts of systems, institutions, and methods of education, as well as current educational thought. The plan was approved, and a standing committee was appointed to carry it into execution as fast as the funds of the Association would permit. But the absence of funds and of pledges of pecuniary coöperation prevented the committee from carrying the plan into execution ; so that Dr. Barnard on his own responsibility decided to undertake its publication.

The original announcement of the *American Journal of Education* was issued as a circular May, 1855. In this circular Dr. Barnard says :

"In the great educational movement now going forward on this continent, and especially throughout all the States in which the English language prevails, there has seemed for many years to the undersigned to exist, if not a demand, at least the want of not only an American Association of the friends of universal education, but also of a series of publications which should, on the one hand, embody the matured views and varied experience of wise statesmen, educators and teachers in perfecting the organization, administration, instruction and discipline of schools of every grade through a succession of years, under widely varying circumstances of government, society, and religion; and on the other hand, expose real deficiencies, excite to prudent and efficient action, and serve as a medium of free and frequent communication between the friends of education in every portion of these great fields."

Upon this broad basis the new journal was announced.

The first number of the *Journal* appeared in August of that year; the second number appeared the following January, the third in March, and the fourth in May. Volume I. was completed May, 1856. It contained 768 pages and included an account of the meetings of the American Association for the Advancement of Education; Bishop Huntington's monograph "Unconscious Tuition," since become an educational classic; educational movements and statistics in Russia, Belgium, Great Britain, France, Holland, Germany, and the American States; accounts of the Lawrence Scientific School at Cambridge, the Peabody Institute at Danvers, the American Asylum for the Instruction of the Deaf and Dumb at Hartford, and the Perkins Institution for the Blind at Boston, with steel portraits of the found-

ers of these institutions; methods of teaching Latin, Greek, Mathematics, and the physical sciences; education among the Hebrews and the Cherokee Indians; educational biographies of Ezekiel Cheever, the patriarch of New England schoolmasters, and Thomas H. Gallaudet, the pioneer advocate of education for deaf mutes; besides various articles on school discipline, improvement practicable in American colleges, crimes of children and their prevention, education of women, etc. The *Westminster Review* said of it:

"The first volume of the *American Journal of Education* we received with unmingled pleasure, save in the regret that England has as yet nothing in the same field worthy of comparison with it."

Upon the completion of this volume the editor said:

"Should the *Journal* be sustained by a liberal subscription list, and should the health of the present editor admit of the requisite labor, it will be continued for a period of five years, or until the issue of ten volumes, conducted substantially on the plan of Volume I."

Dr. Barnard's acquaintance with schoolmen and institutions in Europe during his travels of 1835-6 and his visit to London in 1854 to attend the educational exhibit and congress at St. Martyn's Hall was supplemented by correspondence and exchange of letters and educational documents, thus enabling him to accumulate a vast library of the choicest and most instructive parts of the educational literature of all times and peoples. Important articles and monographs from these various sources he had translated

at his own expense ; and the first ten volumes of the *Journal* contain no less than forty-five articles from von Raumer's *Geschichte der Pädagogik*, all of Volume III. of Savigny's *Geschichte des Römischen Rechts im Mittelalter*, portions of Bonghi's *Publica Instruzione*, and numerous other articles from standard foreign works published in Germany, France, Switzerland, Italy, and Great Britain.

Upon the completion of the ten volumes promised, realizing the importance and scope of the work before him, he decided to continue the publication of the *Journal*; and March, 1862, he wrote in the preface to Volume XI.:

"With a moderate encouragement from the thoughtful and active friends of educational improvement, we shall continue our quarterly issues until they have at least reached six (more) volumes."

Volume XVI. was completed in 1866, and two volumes of the *Journal* were published at irregular intervals during Dr. Barnard's connection with St. John's College and the Bureau of Education. In the prefatory note to Volume XXI. he wrote :

"With this number (for January, 1871) we resume the regular publication of the *American Journal of Education* which has been somewhat interrupted, although not positively suspended, during our connection with the Department and Office of Education. We hope to receive sufficient encouragement to enable us to continue our articles, original and selected, on the existing conditions and movements of education until we have something like a comprehensive survey of the past history and present conditions."

With little to encourage him in his great undertaking save the consciousness of the need of such a pub-

lication, Dr. Barnard continued to edit the *American Journal of Education* for ten years more, or until the completion of the work as it stands to-day in thirty-one large octavo volumes.

Every project that has been of lasting benefit to the people seems to have required some martyr to its cause before posterity could reap its harvest. Dr. Barnard edited and printed the *American Journal of Education* out of his own private fortune, putting into it fifty thousand dollars more than he had realized therefrom. In a letter to the late Robert Herbert Quick, written January 24, 1878, he says :

“The publication of the *Journal* has proved peculiarly disastrous. The subscriptions, paid in from year to year, have never met the expenses of publication. My small income has been reduced by the deprivation of office and the pressure of the times. No publisher can be induced to undertake the responsibility of the *Journal*; and to carry on the work to a point where the encyclopædic scope of the undertaking could be seen and appreciated has involved my little property in mortgages, and myself in obligations which I am now making a desperate effort to meet. If I am successful in disposing of enough sets or volumes of the *Journal* to meet the obligations which mature before the first day of May, I shall continue the publication to the close of Volume XXVIII. If I am not successful, the plates (25,000 pages with more than 1,000 illustrations of school structures) which have cost over \$40,000, will go into the melting-pot for type metal, and the volumes on hand will be sold to buyers who may apply within a given time, and at the expiration of that time, will be converted into pulp by the paper-makers, and the avails thus realized will be applied, as far as they go, to meet my obligations; and thus will end with me an enterprise which has absorbed my best energies for the last twenty years.”

Mr. Quick wrote in reply to the New England Superintendents:

"I would as soon hear that there was talk of pulling down one of our cathedrals and selling the stones for building material."

But this calamity was averted through the interest and activity of a few professional educators in this country and Europe—chiefly Dr. Harris and Mr. Quick. A corporation with a capital stock of twenty-five thousand dollars—two thousand dollars of which was paid in at the time of incorporation—was organized under the laws of the State of New Jersey, July, 1891, as the Henry Barnard Publishing Company, with Dr. W. T. Harris, president. There has also been organized the Henry Barnard Society, membership in which entitles the holders to special reductions in the purchase of any of the Henry Barnard publications. These organizations have in view two munificent ends—to relieve Dr. Barnard of financial embarrassment in the closing years of his life, and to bring to the attention of teachers and others the wealth of educational literature contained in his *American Journal of Education*.

This great work of Dr. Barnard's is not a school journal or review, in the accepted use of those words, but as Mr. Quick has aptly remarked a vast encyclopædia of educational literature. In the domain of historical pedagogy, it gives accounts of the development of human culture, both theoretical and practical, under varying conditions of race, climate, religion and government; the attempts at systematic training of children in the family and schools, by parents and teachers, among the nations of the East through the

writings of Confucius in China, the Vedas and Buddha in India, Zoroaster in Persia, the Ptolemies in Egypt, and Moses, Solomon, and the rabbis in Palestine; among the Greeks, through the institutions of Pythagoras and Solon and the teachings of Socrates and Aristotle; among the Romans through the didactics of Cato, Seneca, and Quintilian; among the modern nations of Europe through the schools peculiar to the early Christians—those of Chrysostom and Basil, the Catechetical school at Alexandria, the monastic and cloister schools of Saint Jerome and Tertullian, the court schools of Charlemagne and the educational labors of Alcuin, the modifications wrought through the influences of Arabian learning with the establishment of Mohammedanism in the Seventh century, the domination of the religious conceptions of Abelard and Scholasticism, the rise and growth of universities and the awakening of the scientific spirit, the revival of letters and the study of the classics, the long-protracted struggle between humanism and realism, and the gradual expansion and realization of universal education. These are some of the lines of historical thought more or less fully developed that one finds in studying the historical development of the human intellect in these thirty-one volumes of Dr. Barnard's *Journal*. Systems of education in the old world and in the new, normal schools and other institutions devoted to the professional training of teachers, the organization and curricula of colleges and technical schools, institutions for criminals and defective classes, physical education, school architecture, and

other departments of theoretical and practical pedagogy find full and clear expression in the twenty-seven thousand pages of choice literature printed in the *American Journal of Education*.

Oscar Browning says in the Encyclopædia Britannica :

"The great work of Henry Barnard, the *American Journal of Education*, has valuable papers on almost every part of our subject (education); it is by far the most valuable work in our language on the history of education."

President D. C. Gilman, in an article devoted to the educational development of our country, published in the *North American Review* for January, 1876, says :

"It is the best and only general authority in respect to the progress of American education during the past century. The comprehensiveness of this work and its persistent publication under many adverse circumstances, entitle the editor to the grateful recognition of all investigators of our system of instruction."

Besides the *American Journal of Education*, Dr.



DR. BARNARD IN 1883.

Barnard has published a Library of Education of fifty-two volumes of special treatises. These treatises are reprints from the *Journal* and cover educational aphorisms; studies and conduct; the kindergarten and child-culture; Pestalozzi and Pestalozzianism; primary and elementary schools; subjects

and methods of grammar and high schools; national education in Europe; state and city school systems in America; art schools and museums; representative teachers and benefactors of education; and other subjects discussed at length in the *Journal*.

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Biographies of Great Teachers.

1. *John Amos Comenius, Bishop of the Moravians; his Life and Educational Works.* By S. S. LAURIE. Cloth, 12mo, pp. 220, \$1.00.

The recent wide celebration of the 300th anniversary of the birthday of this greatest of educational reformers makes his biography indispensable. We have also reprinted his famous text-book, the *Orbis Pictus*, with 151 illustrations, price \$3.00.

2. *A Biographical Memoir of Samuel Hartlib*, with Bibliographical Notices of works published by him. By H. DIRCKS. Cloth, 12mo, pp. 124, \$2.00.

It was this Hartlib to whom Milton addressed his "Small Tractate of Education," and who brought Comenius to England. He was foremost in educational movements of the time, and this rare volume, of which we purchased the remainder of the edition, is of great value.

3. *A Memoir of Roger Ascham*, by SAMUEL JOHNSON, LL.D.; and Selections from the *Life of Thomas Arnold*, by DEAN STANLEY. Edited, with Introductions and Notes by JAMES S. CARLISLE. Cloth, 16mo, pp. 252, \$1.

Besides the biography of Ascham in full this volume contains selections from "The Schoolmaster," with fac-simile of the ancient title-page. We also publish Ascham's Complete Works in four handsome volumes at \$5.00. From Stanley's "Life of Arnold" those chapters have been taken which refer to his work as a teacher, and are published without change. Thus the book gives in small compass and at a low price all that is most important in the lives of these two great teachers.

4. *An Old Educational Reformer. Dr. Andrew Bell.* By J. M. D. MEIKLEJOHN. Cloth, 16mo, pp. 182, \$1.00.

Dr. Bell was the founder of the Monitorial System that swept over England and America in the early part of this century, and was at that time the most famous teacher in the world. Prof. Meiklejohn has made his biography as entertaining as it is important in the history of education.

5. *Pestalozzi: his Aim and work.* By BARON DE GUMPS. Translated by MARGARET CUTHBERTSON CROMBIE. Cloth, 12mo, pp. 336, \$1.50.

"A teacher knowing nothing of Pestalozzi would be like the lawyer that has never heard of Blackstone. We commend this book strongly as specially adapted to younger students of pedagogy."—*Ohio Ed'l Monthly*, June, 1880.

6. *Autobiography of Friederich Froebel.* Translated and annotated by EMILIE MICHAELIS and H. KEATLEY MOORE. Cloth, 12mo, pp. 183, \$1.50.

"He writes so simply and confidentially that no one can fail to understand everything in this new translation. It would be of great benefit to American youth for fathers and mothers to read this book for themselves, instead of leaving it entirely to professional teachers."—*New York Herald*.

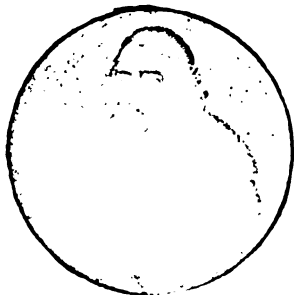
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Its vivacious style makes it the most interesting of educational histories. We publish separately at 15 cts. each these chapters: I. The Jesuits, II. Comenius, III. Locke, IV. Rousseau, V. Basedow, VI. Jacotot, VII. Pestalozzi.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

John Amos Comenius.

1. *John Amos Comenius, Bishop of the Moravians, His Life and Educational Works.* By S. S. LAURIE. Reading Circle Edition. Cloth, 16mo, pp. 272. \$1.00.



This edition differs from those hitherto published (1) in being indexed by head-lines, (2) in the insertion of five portraits, and (3) in the addition of a bibliography, with fifteen photographic reproductions of pages from early editions of his works. The core of the book is the account of *The Great Didactic*, pages 73-153, the best treatise on Method ever published, at once broad, sound,

suggestive, and practically helpful. As a contribution both to the history of education and to its theories this book occupies a unique place, and is indispensable in even a small library of teachers' books.

2. *The Orbis Pictus of John Amos Comenius.* Cloth, 8vo, pp. 232. \$3.00.

This beautiful volume is a reprint of the English edition of 1727, but with reproduction of the 151 copper-plate illustrations of the original edition of 1658. A copy of the rare original commands a hundred dollars, and this reprint must be considered a most important contribution to pedagogical literature. The *Orbis Pictus* was not only the first book of object lessons, but the first text-book in general use, and indeed, as the *Encyclopedia Britannica* states, "the first children's picture-book."

The book is a beautiful piece of work, and in every way superior to most of the fac-similes we have so far been presented with.—*N. Y. World.*

We welcome this resurrection of the *Orbis Pictus*, which has lain too long in suspended animation. The master-piece of Comenius, the prince of European educators of the 17th century, was the greatest boon conferred on the little ones in primary schools.—*Nation.*

The old wood illustrations are reproduced with absolute fidelity by a photographic process, and as the text follows closely letter by letter the old text, the book is substantially a copy of the rare original.—*Literary World.*

3. *The Place of Comenius in the History of Education.* By NICHOLAS MURRAY BUTLER. Paper, 16mo, pp. 20. 15 cts.

4. *The Text Books of Comenius.* By WM. H. MAXWELL. Paper, 8vo, pp. 24. 25 Illustrations. 25 cts.

Everyone who feels that he cannot afford that beautiful volume, the *Orbis Pictus*, should invest a quarter in this, and find out what Comenius did.—*Educational Courant.*

C. W. BARDEEN, Publisher, Syracuse, N. Y.

John Henry Pestalozzi.

1. *Pestalozzi; His Aim and Work.* By BARON DE GUMPS. Translated by Margaret Cuthbertson Crombie. Cloth, 12mo, pp. 836. \$1.50.



Among the best books that could be added to the teacher's library.—*The Chautauquan*, Oct., 1880.

It is sufficient to say that the book affords the fullest material for a knowledge of the life of the great educational reformer.—*Literary World*, June 22, 1880.

The most satisfactory biography of Pestalozzi accessible to English readers.—*Wisconsin Journal of Education*, Aug., 1880.

There is not a teacher anywhere who cannot learn something by the perusal of this work.—*Science*, June 7, 1889.

The work is a timely reminder how far we have strayed in following the deity of "examination", which should have been kept in its place as the handmaid of education.—*The Schoolmaster*, London, Feb. 16, 1889.

2. *Pestalozzi and Pestalozzianism.* By R. H. QUICK. Paper, 16mo, pp. 40. 15 cts.

3. *Lessons in Numbers, as given in a Pestalozzian School, Cheam, Surrey, The Master's Manual.* By C. REINER. Cloth, 16mo, pp. 224. \$1.50.

4. *Lessons in Form, or, an Introduction to Geometry as given in a Pestalozzian School, Cheam, Surrey.* By C. REINER. Cloth, 16mo, pp. 215. \$1.50.

Both 3 and 4 in one volume, \$2.00.

These works were prepared in 1835 under the supervision of Dr. C. Mayo in the first English Pestalozzian school, and have particular value as representing directly the educational methods of the great reformer.

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